

DOE WORKFORCE TRAINING NEWSLETTER

Office of the Chief Human Capital Officer – Learning and Workforce Development



MAXIMIZE YOUR SUCCESS IN 2014

Can you believe how fast this year has gone? This year has been extremely challenging for federal agencies across the country. We hope that you were able to meet your personal and professional goals amidst the challenges from the turbulent economy and tight budgets.

It is important that each of us take the time to evaluate how we met our goals for the year and note our personal growth. The end of the year is a perfect time to celebrate individual and team accomplishments, renew our commitment to health and happiness, and set goals for 2014.

DOE is integrating the best resources from the US Office of Personnel Management (OPM) to make career development tools available for our workforce. In this article, we will highlight tools that every employee can use for career planning. This [link](#) will take you to a set of guides that will walk you through career planning and you will find additional information on the tools mentioned below.

December 2, 2013

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1. OPM designed proficiency levels and illustrations for the 28 competencies in the Federal leadership competency model. The competencies form the foundation of many Government-wide leadership initiatives and programs, including the Executive Core Qualifications (ECQs). Employees (in consultation with their supervisors) can review the proficiency level scale and the illustrations to determine the needed skills prior to determining skill gaps to set career goals. Proficiency levels indicate the expertise or mastery an individual has demonstrated in a competency. The illustrations provide examples of work behavior at each proficiency level and the scale ranges from awareness to expert level. We encourage all employees (GS-1 to SES Level) to use the proficiency levels and the scale to set goals. Note: The Online Learning Center (OLC) created an OPM ECQ Map for Online Learning courses. You will find a comprehensive list of online courses that have been cross-walked to the 28 competencies.
2. Effective supervisors increase employee motivation, communicate expectations, and ultimately increase organizational performance. For this reason, the supervisor’s proficiency in both technical and leadership skills is important for success. The U.S. Office of Personnel Management (OPM) released a comprehensive Training Fact Sheet and Framework for Supervisors that highlights key skills and competencies throughout the supervisory life cycle. This framework incorporates mandatory training, recommendations from the G.E.A.R. Initiative and the GPRM Modernization Act, as well as critical leadership competencies and technical HR knowledge needed to succeed as a supervisor. Note: The Online Learning Center (OLC) has a comprehensive list of online courses cross-walked to the Supervisory Training Framework.
3. Employees are encouraged to view the DOE Communities of Practice and Knowledge Management sites that make it easy for each of you to find mentors, advisors, experts in DOE Program and Staff offices, and experts by function. We also want to encourage every DOE Federal employee to be aware of the Leadership Development Framework and the six DOE Core Competencies.

If you need help navigating your career options, please take a look at the [Training Community Directory](#) for a list of Training Experts in the field and at headquarters.

*Happy Holidays ~ Fletcher and Staff Members
Office of Learning and Workforce Development*

TRUST IN THE WORKPLACE

Trust is the foundation of any successful working relationship. We use the word trust in various contexts, but what does it actually mean in the workplace? Jack Welch, former CEO of General Electric, said “You know it when you feel it” and while that may be true, perhaps it is more complex than that.

One way to define trust in the workplace is a belief that your co-workers and managers intentions toward you are good. Employees who trust each other are not afraid someone will dismiss their ideas or, worse yet, adopt the ideas as their own and take credit for them.

Trust is also the foundation of a cohesive and high functioning team. Team members that trust each other look forward to meetings and opportunities to work together so they can benefit from each other's skills and experience. When team members trust each other, they do not fear the consequences of failure and they are encouraged to be creative and innovative.



Whether you are working one on one or within the framework of a team, trust begins with you. You must trust your own abilities before you can establish the type of integrity that inspires trust in others. When trust levels are high, employees are willing to take risks and offer and receive the type of feedback that leads to progress.

So how can we promote a high-trust environment in our workplace?

Here are a few suggestions that everyone can practice:

- Listen. It sounds easy, but something I heard in a training sticks with me - “Listening is not waiting to talk.” We must practice active listening and really seek to understand so we can increase the quality of our conversations.

- Be honest. Engage in open and honest dialogue and avoid hidden agendas.
- Be compassionate. Let people know you care. You don't have to be friends to work well together, but treat everyone with the same courtesy you expect from others.
- Practice humility. Be willing to admit when you may need help and that you don't know everything there is to know, even in your area of expertise.
- Share feedback often. Constructive comments delivered with respect increase the value of everyone's work product. Be willing to accept and incorporate feedback provided by others.
- Be consistent. Keep your work product at a quality level and meet deadlines.
- Encourage healthy debate. Help create an atmosphere that supports differing opinions and fosters collaborative decision making.
- Don't be afraid of failure. Remember that failure is often a stepping stone to success.
- Respect differences. You may not always agree with everyone but actively seek constructive ways to move forward in the face of your differences.
- Follow-up words with actions. Your efforts to build trust must be reflected in your behaviors.
- Do not lose sight of the mission. Remember we are all in this together, and sharing our knowledge, skills, and abilities is critical to our organization's success.
- Take time to laugh. A good belly laugh with your co-workers once a day is my favorite prescription.

Cathy Barchi, Deputy Ombudsman,
Office of the Ombudsman

Department of Energy National Training Center



NATIONAL TRAINING CENTER UPDATE

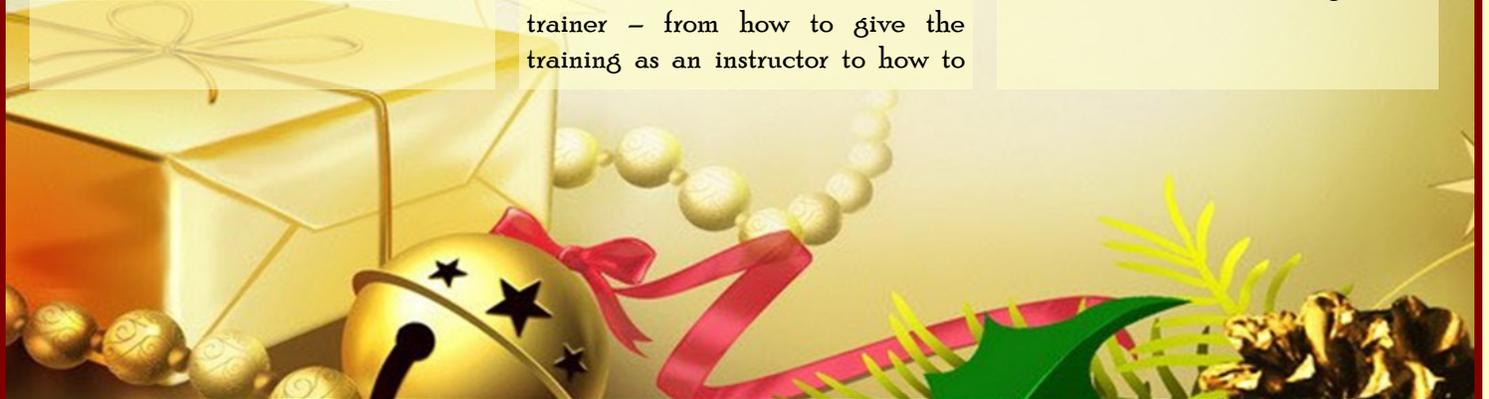
In the June 2013 issue we discussed the National Training Center (NTC) implementation of training reciprocity [[June 2013 Newsletter](#)]. Since then the program has been formally endorsed by the Chief Health Safety and Security Officer, Glenn Podonsky, and the team has completed course reviews at over ten training providers that potentially reduce redundant training for over 10,000 workers. For example, an Idaho contractor was sending two individuals to Sandia National Laboratories for a two week job. In the past the individuals would have had to complete a 24 hour Radiation Worker course. In this case, due to reciprocity, site and facility training was done in less than four hours. At Hanford, where a similar program has been in place for over five years, over \$10 million dollars in cost avoidance has been realized due to elimination of redundant training and improved project mobilization (as employees got to work sooner). Additional information regarding training reciprocity can be found on the [Training Reciprocity and Collaboration \(TRAC\) website](#).

NTC's mission is to support you. In response to the needs of the Department, NTC is expanding beyond its historical training roles of security and nuclear safety training to provide a broader range of training services. In recent years the NTC has made considerable progress in the modernization of its facilities and training operations technologies and infrastructure. We've expanded our safety and health training capabilities through a strategic partnership with the [Volpentest HAMMER \(HAzardous Materials Management and Emergency Response\)](#) federal training facility located in Richland, Washington. NTC is ready to assist DOE organizations in any way we can. NTC training and technical staff are available to share our lessons learned and assist your organization's review of your existing training and improve its quality by using more modern modalities of adult learning. We can assist with delivery through our webinar tools, live video teleconferencing, or with traditional classroom and meeting space support. We also offer an entire suite of courses on how to be an effective trainer – from how to give the training as an instructor to how to

develop quality training. NTC offers course hosting services via our learning management system (LMS). Our eLearning developers, technology and training administration support, and instructional designers are here to assist you. NTC promotes sharing and storage of training materials as a service through our LMS and collaborative SharePoint web hosted tool. All of this support is the collaborative portion of our TRAC mission.

As we continue to encounter resource and budget challenges, organizations may find it beneficial to utilize the NTC capabilities and services. The potential exists to improve the quality of training while reducing the overall cost through the collaborative team approach to your training needs. If you have questions or interest please contact Evan Dunne, edunne@ntc.doe.gov for additional information.

Evan Dunne, HSS,
National Training Center



EMERGENCY OPERATIONS—TRAINING CAPABILITIES

The Emergency Operations Training Academy (EOTA) is proud to debut three videos that were designed and developed to bring awareness to the EOTA training capabilities. We encourage every Federal employee to take three minutes to view the vignettes to become familiar with the training that is designed and delivered for the emergency operations community.



The first video is a snippet from the Emergency Public Information (EPI) course, EPI230DT. It illustrates actions that should be considered during an emergency. EOTA would like to encourage all DOE Federal Public Affairs (PA) and Emergency Public Information (EPI) professionals as well as backup Federal personnel to take the course at their convenience (it is an online course that is available on the EOTA website). This is not a mandatory course but it will provide the learner with facts about the impact technology has on communication strategies and EPI processes in relation to a DOE emergency. This course introduces a blended knowledge sharing strategy that includes a 45 minutes web-based tutorial; a library of white papers that support research and analysis; and outline of discussion/planning activities to spur EPI Subcommittee discussion and site directed planning.

The second video outlines training capabilities offered by the NA-40.2 Emergency Operations Training Academy. The EOTA encourages all DOE Federal managers to view this 60 second video and if you need to develop/deliver emergency operations training please contact NA-40_2TrainingAcademy@nnsa.doe.gov for additional information or assistance.



This 60 second video was designed to summarize the Radiological Assistance Program (RAP) mission managed by the Department of Energy, National Nuclear Security Administration (NNSA).

Lamberto Braza, Deputy Director for Albuquerque Readiness and Training (NA-40.2),
NNSA Office of Emergency Operations

NTC LAUNCHES NEW eLEARNING MANAGEMENT SYSTEM

In an effort to support employee training needs in a time of reduced training and travel budgets, the National Training Center is committed to producing high quality eLearning courses available to students for free on our Learning Management System (LMS). Here is a complete list of all new highly interactive courses debuting in 2013, including our award winning Accident Investigation course. All courses are available from the NTC LMS at <http://ntc.doe.gov/>.

2013 Courses Already Launched

- SAF-230DE, Accident Investigation Overview
- PHY-100DE, Introduction to Physical Security Systems
- SAF-220DE, Senior Technical Safety Manager Knowledge Base, Seasons 1-3
- SAF-136DE, Human Factors Engineering
- ISC-106DE, Introduction to Special Access Programs

Scheduled to Launch in 2013

- PER-140DE, Unusual Behavior (November 29)
- MIT-121DE, EMETL Overview (December 11)
- SAF-220DE, Senior Technical Safety Manager Knowledge Base, Season 4 (December 20)
- PFT-390DE, Engagement Simulation Systems (December 23)

Evan Dunne, HSS, National Training Center

SPECIALTY AREAS IN THE FIELD OF HUMAN RESOURCE DEVELOPMENT

In the **Human Resources Development** field there are specialty areas that are **commonly known within the training industry**. However, if you are new to the industry you may need some clarification:

- performance improvement (PI)
- instructional systems design (ISD)
- organizational development (OD)
- human performance technology (HPT)
- human performance improvement (HPI)

The definitions of each of the fields are subject to many interpretations, however, there seems to be a common agreement on how each specialty contributes to definitions of performance improvement.

- Performance improvement (PI) encompasses instructional systems design, organizational development, human performance technology, and human performance improvement. They have common approaches related to helping people, groups, or organizations achieve desired performance standards (Aziz, 2013). Overall, performance improvement is a method for analyzing performance problems and setting up systems to ensure good performance.
- Instructional systems design (ISD) has been described by Smith and Regan (2005) as “the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation” (p.4).
- Organizational development (OD) is “the process of implementing systematic change in organizations for the purpose of improving performance (Lynham, Chermack, & Noggle, 2004, p.158). Commonly, organiza-

tional development focuses on what work needs to be done to improve the organizational culture and what needs to occur to facilitate the change. This is accomplished through consulting with senior leaders to align process, strategies, systems, and organizational structure to accommodate change.

- Human performance technology (HPT) is defined by the International Society for Performance Improvement (ISPSI) (2012) as a systematic approach to improving productivity and competence for a group or workers or an individual. HPT involves the process of selection, analysis, design, and evaluation of programs to most cost-effectively influence human behavior and accomplishment (p.30).

- Human performance improvement (HPI) was defined by Rothwell (2012) as the systematic process of discovering and analyzing human performance gaps, planning for future improvements in human performance, designing and developing cost-effective and ethically justifiable solutions to close performance gaps, implement solutions, and evaluate the financial and nonfinancial results (ASTD, 2008).

Note: The Office of Personnel Management Classifies the Human Resource Development Specialists in the GS- 201 Series regardless of the specialties identified above. The HR Development Specialist’s work involves support of human resources development programs and functions. (References are on page 6.)

Ken Hogan, Innovation and Performance Improvement, HC-21

Similarities and Differences

	Human Performance Technology/ Improvement	Organization Development	Instructional Systems Design
Scope	Addresses any situation affecting human performance- whether individual, group, or organizational. May be perceived as traditionally working at the group level, although the work of Kaufman et al. (2003), a focus on societal impact & aligning the workplace, worker, and work with the world is emphasized.	Addresses situations affecting organizational performance & health. May be perceived as traditionally working with executive leadership for organizational level interventions.	Addresses knowledge, skill, or attitude gaps at the individual level. May be perceived as traditionally working at the individual manager level.
Focus	Identifying and closing the performance gaps.	Facilitating change to improve on organization’s health & culture.	Crafting and implementing appropriate learning strategies for individual or groups.
Areas of expertise	<ul style="list-style-type: none"> • Performance assessment • Learning and non-learning intervention selection • Evaluation 	<ul style="list-style-type: none"> • Engagement • Strategy • Change • Culture 	<ul style="list-style-type: none"> • Learner assessment, • Instructional design, development, implementation, & evaluation

CAREER PLANNING—DONE RIGHT

Start the fiscal year off right by creating a comprehensive career plan, otherwise known as the Individual Development Plan for GS employees and an Executive Development Plan for executives at the SES level. DOE Order 360.1C section 4.b.1 (a, b) and 4.b.2, states:

4.b.1(a) Except for the exclusions in paragraph 4.b.1.b), all DOE employees must have individual development plans (IDPs) in place within 60 days of joining DOE, changing positions (reassignments, promotions, and/or details), or the beginning of a new performance cycle. DOE O 360.1C 37-6-2011. **4.b.1(b)** When supervisors and employees jointly determine and record that individual development planning would result in little or no benefit to DOE because of an employee's position, expertise, career status, performance level, or personal circumstances, individual development planning is not required. **4.b.(2) Mandatory Executive Development Plans (EDP):** Each agency must establish a program or programs for the continuing development of its senior executives in accordance with 5 U.S.C 3396(a). Such agency programs must include preparation, implementation, and regular updating of an Executive Development Plan (EDP) for each senior executive.”

A well-developed IDP can be used as a unique roadmap by every employee to meet their individual career goals. The IDP can be a powerful tool if there is mutual dialogue between the employee and the supervisor about the alignment between the organizational goals and the employee's career goals. When used correctly, IDPs are use-

ful because they are visible, tangible evidence that employee development is taking place. They can be monitored and tracked as a measure of progress and used as a way to drive accountability for development.

The Office of Learning and Workforce Development offers three no-cost “lunch-and-learn” sessions. The sessions reinforce the idea that the IDP is a living document that should be updated on a regular basis to reflect changes in or successful completion of developmental goals.

Program Elements are encouraged to view [this link](#) for additional information on the lunch-and-learn sessions titled:

1. Keep Learning-Even with Tight Budgets
2. Let's Work on your IDP
3. Employee Development for Supervisors

The IDP process is outlined ([in this link](#)). For more information about IDPs or to schedule a lunch & learn session, contact your organizations training POC or one of the training advisors listed on the Continual Learning Employee Development Flyer, visit the IDP page on DVU or view the article in June 2013 Collaborator.

Donna Hodnett-Nix, Innovation and Performance Improvement, HC21



(References continued from page 5.)

- ASTD. (2008). What is hpi? Retrieved from: <http://support.astd.org/link/portal/5339/5536/Article/16/What-is-HPI>
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IMPROVED CAPABILITIES—REPORTS EVALUATE EFFECTIVE TRAINING

Most organizational training budgets have been decreasing over the past several years and this has made it essential to determine whether the training that organizations procure is effective toward meeting mission requirements. A group of dedicated individuals from the Office of the Chief Human Capital Officer (OCHCO) collaborated to improve the functionality of the Level 1 Training Evaluation reports managed in the Corporate Human Resource Information System (CHRIS) to allow users the flexibility to:

- query multiple training sessions at the same time; and
- query data on external training courses (courses attended by DOE employees but offered by external vendors).

This enhanced functionality will make it easier for organizations and their designated Training Administrators to analyze course evaluations to determine if the training was valuable, and how well the instructor was received.

Previously, anyone who attended the free training relating to the Level 1 Training Evaluation reports was able to understand that the reports provided crucial information on courses that had previously been procured. Training Administrators were able to determine whether or not the training was valuable, and how well the instructor was received by the students. During these previous training ses-

sions, questions and requests arose relating to pulling multiple training sessions on one report and the ability to pull data on external courses. At that time, that capability was not available with the CHRIS Level 1 Training Evaluation Report.

The improved functionality will allow the Training Administrators to compare multiple courses and multiple sessions on a single report rather than having to perform multiple queries to compare student evaluations. Note: The reports will continue to provide a summary of all individual evaluations in bar graph form, for ease of analysis and interpretation.

The Training Administrators are encouraged to view the [Level 1 Training Evaluation Job Aid](#).

Please feel free to call the Level 1 Training Evaluation team for a demonstration of the CHRIS functionalities ([Johnny McChriston](#); [Laura Ward](#); or [Emma Troy](#)).

Training Evaluation Team -Collaboration between Information Management , HC14 and Innovation and Performance Improvement, HC21

Below is a screen shot of the query screen for an internal course with multiple sessions.

Course	Course Name	Session Nbr	Expand/Collapse
001818	Managing Up,Down&Across2Result	0001	+ -
001818	Managing Up,Down&Across2Result	0002	+ -
001818	Managing Up,Down&Across2Result	0003	+ -

TRAINING SCHEDULES, CATALOGS, AND ANNOUNCEMENTS

Below are links to training calendars, career development tools and announcements for DOE Federal Employees at the GS-1 to SES level or NNSA Pay Band Equivalent .

DOE Virtual University (DVU)

- College of Environmental Management
- College of Emergency Operations
- College of Health Safety and Security
- College of Legacy Management
- College of Corporate and Business Programs
- College of Science
- College of Electricity Delivery and Energy Reliability

Leadership Development Series: (Find on DVU at the College of Corporate and Business Programs)

- January 16 - 1:00 to 3:00 p.m. Leadership Development Series Event: "Leadership in an Age of Righteousness" With Dr. Jackson Nickerson, The Brookings Institution DOE Large Auditorium, Video cast & Teleconference.
- January 22- Executive Forum 1-2PM "Best Practices in Mission Accomplishment from 2013." DOE Large Auditorium, Video cast & Teleconference.

Online Learning Center (OLC) Resources

- * How to Find Courses on OLC
- * Mandatory Training
- * Course Listings for Communities of Practice :
 - * Accounting Professionals
 - * Executive Development
 - * Acquisition Professionals
 - * Emergency Management Professionals
 - * Human Resource Professionals
 - * Information Technology Professionals
 - * Management Development
 - * NEPA Professionals
 - * PMI Course Catalog
 - * Supervisory Development
- Cybersecurity Professionals can find relevant Skillssoft training online, self-paced courses that address training requirements aligned with the NICE competency framework. NICE is a national campaign designed to improve the cyber behavior, skills, and knowledge of every segment of the population, enabling a safer cyberspace. The mapping, provides a list of courses, books and resources associated

with the NICE . Note: Information can be found on the Community of Practice: Information Technology Professionals Powerpedia site. IT Professionals can also find a list of the top 100 IT online courses for 2011 and 2012 (offered on OLC).

- The Online Learning Center (OLC) has recently added the Skillssoft mentoring services which provides availability to online mentors (Skillssoft employees) 24 hours a day, seven days a week, 365 days a year for 35 of our most popular certification exams, and from 9am to 5pm for other certification exams. Mentors are available to provide support, guidance and encouragement to learners while preparing for certifications. The service enables learners to take advantage of the immense collective body of knowledge (1,000+ industry certifications) of the mentoring team. It provides structure and pacing for certification and IT learning programs via daily email reminders, and questions. It also dramatically increases chances of success for learners when taking certification exams.

Office of Learning & Workforce Development

- * DOE Training Policies and Procedures
- * Collaborative Tools to Integrate the DOE Learning Community
- Communities of Practice
 - * Accounting, Budget, and Finance Professionals
 - * Acquisition Professionals
 - * Compliance Community of Practice for Environmental Management (EM)
 - * Corporate Human Resource Information Systems (CHRIS Community of Practice)
 - * DOE Federal Workforce Development (for all DOE Feds)
 - * National Security Professionals
 - * Executive Development
 - * Human Resource Professionals
 - * Information Technology Professionals
 - * Management Development
 - * New Employee Development
 - * Succession Management
 - * Supervisory Development

(Continued on page 9.)

TRAINING SCHEDULES, CATALOGS, AND ANNOUNCEMENTS

(Continued from page 8.)

- **Knowledge Capture and Transfer Program**—Find mentors and expert speakers for DOE Missions
 - * Experts by Program Office / Experts by Staff Office
 - * Experts by Function.

OPM's HR Training on Demand is a new program offering Human Resources (HR) Professionals and Hiring Managers in the Federal Government the HR training they need, designed and delivered by federal HR and assessment experts. Any *individual* can register for a course through HR Training on Demand at **HR University**.

- Classification
- Staffing
- Performance Management
- Workforce and Succession Planning

The Federal Executive Board (FEB) offers no cost and low cost courses to federal employees on retirement planning and competency development for various communities of practice in the local commuting areas. —**FEB Website**—Select a location (city or state) and then go to Information and Events.

The Office of the Chief Information Officer (OCIO) released the System Authorization (SA) Core Competency Training Module. The course addresses the fundamental knowledge requirements for system and application security, system authorization (formerly Certification and Accreditation), system testing and evaluation, and continuous monitoring. This course is highly recommended for individuals serving as Authorizing Officials (AO)/AO Designated Representatives (AODRs), Information System Owners, Information System Security Officers (ISSOs), and Security Controls Assessors. The System Authorization (SA) course is available on the Online Learning Center (OLC), at <https://olc.energy.gov/>.

Federal Employee Health Benefits Open Season will run through December 9, 2013. Bookmark the site to ensure that you are well informed this **Open Season**.

Combined Federal Campaign—You can donate online before January 15, 2014 or contact your local CFC Representative.



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The Office of Learning and Workforce Development is committed to delivering a culture of continuous learning. We are enabling collaboration and strengthening partnerships to provide a cross section of shared training resources and enhanced career development tools for the DOE Federal Community. Together we will strive for the highest standards in training, personal effectiveness, leadership development, and technical excellence.